**Background (Why?)**

Self and Peer Assessment are integral to scaling up an intervention. As implementers reflect upon their behaviors and practices and work with colleagues to coach and support each other, key areas of knowledge and skills are identified as well as areas where additional training, technical assistance, and coaching are needed.

**Use of this tool (Who?)**

Teachers use this tool to reflect upon their implementation practices and work with their colleagues to coach and support each other. **The data collected using this tool is not to be used by administrators for observations, walkthroughs or as part of the teacher evaluation process; it is intended to be used by teachers to answer the following:**

* Where am I now?
* Where am I going?
* What gaps do I have in my understanding and/or implementation of the formative assessment process?

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| **Scoring Key** | In Place | Item is part of the formative assessment process and *evidence* of this component are observable and/or measurable. |
| Partially in Place | Part of the component has been established, the component has been conceptualized but not fully used, or the component exists, but is not being utilized on a regular basis. |
| Not in Place | The component does not exist or has not yet been initiated. |
| Next Steps | This section can be used to note goals and support needed for planning and follow up. |

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| **Teacher Self and Peer Reflection Tool: K-3 Formative Assessment Process Practices** | | | | |
| To what extent are best practices being used? | In place | Partially in place | Not in place | Next Steps |
| **Selecting Learning Targets:** Learning targets are selected with students using the next step along the construct progression. |  |  |  |  |
| **Developing Criteria for Success:** Performance descriptors are used to develop criteria for success for learning targets. |  |  |  |  |
| **Eliciting Evidence of Learning: \***Multiple assessment means are used to provide insight into skills along the construct progression. |  |  |  |  |
| **Interpreting the Evidence: Identifying the Current Learning Status:** Evidence is interpreted by locating the child’s learning status along the construct progression. |  |  |  |  |
| **Adapting/Responding to Learning Needs: Scaffolding Student Learning:** Adapting and responding to learning needs is based upon current learning status along the construct progression. |  |  |  |  |